



Addington School

Foundation Stage Principles and Impact

Vision Statement - "We are a community committed to excellence and the development of the potential of all"

An effective curriculum includes a planned approach to personal development and will be reflected in the ethos and values of the school. All school staff can contribute to personal development and therefore to the wellbeing and SMSC of our students.

Our curriculum principles are linked to the Every Child Matters Agenda.

Enjoy and Achieve

- We provide a relevant curriculum linked to the specific and individual needs of our children, a curriculum that takes account of how well children learn and develop and a curriculum that enables children to enjoy their learning.
- We feel we clearly provide
 - "provision for the different starting points from which children develop their learning, building on what they can already do;
 - relevant and appropriate content that matches the different levels of young children's needs;
 - planned and purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors." *(from Principles for Early Years Education)*
- We ensure that more structured learning is introduced gradually and at a pace that enables the individual to make calm and secure progress
- We are committed to high quality planning as we see this as the key to providing effective, exciting and enjoyable learning
- We feel that our timetabling must be flexible enough to adapt to the individual child's pace of learning, giving time for sustained concentration or a change of activity if needed
- We make use of unexpected learning opportunities, and unexpected 'awe and wonder moments'. We are flexible with the SoW and respond to and reflect pupil needs and interests
- We are aware of the different learning styles of pupils (visual, auditory, kinaesthetic) and present our curriculum in a varied, stimulating and lively manner
- We are careful to challenge the needs of our higher attaining pupils and also to provide stimulation and support for those who require significant adult guidance by differentiation of our approach and materials

Be Healthy

- PSHE is one of our core subjects and underpins everything that we aim to achieve
- We encourage the use of healthy snacks at breaktime and a healthy menu at lunchtime
- We encourage physical activity as an introduction to the day for some pupils
- We celebrate and value all pupils' individual achievements in class and in assemblies
- We are dedicated to working in partnership with parents and are encouraged by the very positive comments we receive at interim and annual reviews
- Our Addington Parent Partnership co-ordinators are active in providing support sessions for new parents to the school and also training for those who request specific input
- We work in close partnership with other professionals – Ed Psych., SLT, Physios, OT, HI and VI, working on programmes they prepare
- We ensure there is on-going discussion with relevant professionals

Stay Safe

- We encourage a respectful environment pupil to pupil, staff to pupil and staff to staff – reflecting our Code of Conduct
- 'Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families' *from 'Principles into Practice'*
- We encourage pupils to understand dangers and to understand how to feel safe and confident in the school setting
- 'Parents are children's first and most enduring educators. When parents and practitioners work closely together in early years settings, the results have a positive impact on children's development and learning' *from 'Principles into Practice'*
- We work very closely with parents over behaviour support for individual children
- We have well established systems and work in close liaison with the LA in such areas as TAC, CIN, MDPM
- All staff are aware of child protection issues and receive regular training. They know who to report any concerns to
- We are committed to providing a safe, caring, fun environment
- We are committed to ensuring all children can access the curriculum and follow through programmes put in place by supporting professionals including ASD, Behaviour, Access Support staff and OT.

Make a Positive contribution

- We use the principles of TEACCH in our 'Structured Teaching' philosophy to ensure security and confidence that encourages success for all pupils at Addington
- We encourage individual choices within a very structured environment

- Team Teach provides support for all pupils and particularly those with specific behaviour difficulties
- We believe our curriculum and approach to classroom organisation ensures maximum progress and achievement by providing the structure that ensures confidence for pupils. The foundation stage often sees a sharp improvement in attainment levels because of the clear structure and routine that we offer

Achieve Economic Wellbeing

- We respond to the individual need of every child with an IEP and a Behaviour Management Plan if needed
- 'All planning starts with observing children in order to understand and consider their current interests, development and learning' *from 'Principles into Practice'*
- Our setting provides an environment that supports every child's learning through planned experiences and activities that are challenging but achievable' *from 'Principles into Practice'*
- We believe our confident and caring approach to behaviour allows children to settle quickly and confidently and on occasions has meant that they make enough progress to transfer to a mainstream setting
- We ensure that we follow through consistently strategies put in place by the Behaviour Support Teacher, ASD teacher and Access specialist
- Literacy and numeracy are taught as discrete subjects but are also embedded in our daily routines. Planning clearly reflects the adult role in these sessions
- Many of the skills that are acquired 'naturally' by children may have to be 'taught' by modelling these to our children
- We use alternative and augmentative communication to encourage access to the curriculum
- If pupils have English as an additional language we will support by gesture, signing and/or symbols
- Pupil records and statements are carefully studied to ensure we provide a smooth and effective transition from their previous setting
- We have devised a PMLD entry to school document that ensures systems are in place ready to receive the child
- Baseline assessment – we are committed to build appropriately on what children already know and extend their interests.

Assessing Achievement

- We increasingly receive pupils from other settings rather than directly into school at age 2 or 3. We are therefore committed to ensuring a smooth and effective transition and have established links with the Early Years team from Wokingham to ensure that we provide the most effective transition for each individual pupil. This will involve the SEN department

writing into the paperwork a handover period over which we will liaise to ensure it is designed to be most efficient for each individual

- We are committed to developing and improving our assessment procedures to ensure we are providing an accurate and challenging curriculum
- We use the Foundation Profile for assessment of learning and we link this with P Scales and our own 'Skills Sheets' as our main assessment tool.

Links

- At a recent audit of provision moderation visit (June 2007 and June 2009) from the Early Years and Childcare (Children's Services) we were seen to be providing an effective service and we are anxious to continue to be a part of the whole picture of the Foundation stage in Woodley and Wokingham

Impact of these Principles on the Foundation Curriculum:

At Addington we aim to produce a curriculum that strongly focuses on pupils' well-being now and in the future. By incorporating Personal Learning and Thinking Skills (PLTS) and Curriculum Dimensions into the Foundation Curriculum we seek to develop the qualities and skills that learners need for success in learning and life.

We aim to produce a curriculum that is full of surprise and challenge building on individual's interests and aptitudes; that is passionate and lively and results in opportunities for creativity, experimentation, teamwork and performance

We aim to help pupils set personal goals and achieve realistic outcomes

In practice in the Foundation department this results in a fun and stimulating curriculum that parents state has a life changing impact on many of our new pupils – the comments made to us personally reinforce this

Pointers for Continuation of Good Practice

- Plan as a Foundation team for Medium Term planning on a termly basis
- Discuss ways of continually developing outside play
- Discuss how we timetable the day and how we use staff effectively
- Ensure we provide sufficient opportunities for physical activities each day

- Look at how we approach the curriculum for PMLD pupils and reflect this in our curriculum documents and baseline assessment
- Begin further training in observation techniques (post-its).
 - Short
 - Child focused
 - Quality questioning from adults + include what child has said
 - Not generalisations – ‘read well’ what does that mean – can mean different things for different pupils
 - Describe actions
 - Describe involvement
 - Specific skills noted
- Encourage staff to use appropriate subject language e.g. mathematical language when the objective for the session is mathematical
- Encourage more observation time – don’t feel guilty about observing
- Focus in on the child’s skills and use these to monitor and make progress
- Continue to improve links with the EYFS centre at Ambleside